A New Training Model for Teachers of Italian as a FL: the A.L.I. Project (Note 1)

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Abstract

This case study intends to investigate the Libyan teacher's qualitative feedback concerning a hybrid teaching trainer course aimed at developing new teaching practices. Therefore, in the first part we discuss the theoretical framework for the development of a curricular proposal for the teaching of Italian as an optional language for students in the last three grades of secondary school in Libya and the language teaching training of their Libyan teachers. In the second part we introduce qualitative research in order to highlight critical teaching aspects useful to orient the new model of Italian language teacher training towards a type of learning that is methodologically appropriate for the achievement of realistic goals.

Keywords: Language curriculum, Communicative approach, Hybrid training, Qualitative method, Digital practices

1. Taxonomy of the A.L.I. Project (Learning Italian in Libya)

An increasing amount of international cooperation between Italy and Libya has led to the need for change in educational linguistics courses in Libyan schools, with the inclusion of the teaching of Italian in the last 3 grades of secondary school, starting from the academic year 2022.

Within this context a double track of intervention has been defined:

a) the construction of a relevant, realistic and useful curricular project, modifiable over time through continuous monitoring and self-evaluation, conceived as structural components for developing practical teaching processes that are gradual and coherent within the educational and linguistic aims and goals of the curriculum; and

b) the language-teacher training of the Libyan teachers intending to work with the curriculum by teaching Italian from levels A1 to B1.

Given the singularity of these aims, every effort has been made to obtain an overall framework of information at macro, meso and micro levels about the institutional and educational context in Libya, so as to develop a suitable order and strategy that lends the curriculum a distinct cultural identity in relation to its home territory.

The meta-analysis and project study of the curriculum has therefore retrieved from the scientific literature in the sector the most significant meanings and the most practical subjects to advance a training and qualifying experience using the skills with which the curriculum aims to equip learners.

Bearing in mind the studies in the field (Balboni, 2022; Castoldi, 2021; Mutlu, Yildirim, 2021; Mickan, Wallace, 2020; Wiggins, McThige (2007; Gravers, 2000; Brown, 1995), the decision was made to jointly develop the project with our counterpart and to focus on the potential for training in context, so that the curricular proposal would be congruous, purposeful, contextual, gradual, prosocial, decisive in terms of guiding the methodological act of teaching, and evaluative, useful and formative. Thus we have endeavoured to provide an answer to the questions that prompted the research:

1. what kind of Italian do Libyan high school students need?

2. which approach and method should be used to give students a perspective on the use of the Italian language that is useful to them in orienting them towards their future?

In relation to this latter point, the lack of information at the meso level has limited the breadth and transversality of the curricular proposal at the extra-curricular level. However, the conditions of reflectivity anchored in the project and the sharing of the curriculum with the Libyan counterpart make it possible to assess the impact of the curricular and teaching proposal at the school level, possibly directing the research team to combine the curriculum with proposals for training and self-training work for teachers and students in accordance with the aims and goals to be achieved.

1.1 Definition of the Curricular Proposal

In the pursuit of the institutional aims of the internationalisation of the education and training process, in line with the directions of the Memorandum of Understanding between the Republic of Italy and the Government of National Accord of Libya for the launching of a cultural partnership, the MIUR (Ministry of University and Research) and ITALS (Italian as a Foreign Language) Laboratory research group have undertaken to support a project aimed at the construction of an Italian curriculum for the last three classes of secondary school in Libya. The aim of the Italian course is to attain communicative competence. To achieve

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communicative competence, students need to work on authentic communicative situations, with real tasks and situations, relevant and appropriate to their interests, requirements and age. During language immersion, the learner needs to activate certain cognitive resources in order to identify the problem, analyse it, recognise its cultural and linguistic characteristics, classify it according to certain criteria (cultural, pragmatic or linguistic, for example), apply the relevant contents and reflect on their implications. The student must be able to identify the salient information of a text, identify the most important content and information aspects, list and describe them; make suggestions, justify and explain the choices made.

In accordance with these aims, the thought processes to be activated are as follows:

Table 1. Logical order in the development of thought processes. Personal processing.

Thought Process	*Process Describer*
Observe	The student is able to observe parts of the text in order to detect relevant information.
Analyse	The student is able to analyse and organise the most relevant aspects of a communicative situation and order these for subsequent analysis.
Recognise	The student is able to identify the characteristic and recurring aspects in the text.
	The student is able to recognise regularities in the rule, and exceptions to the rule.
	The student is able to find correspondences, analogies and errors.
Classify	The student is able to insert information or linguistic aspects into information or morphosyntactic categories fixed *a priori*.
Apply	The student is able to apply rules and content meaningfully within a communicative situation and reflect on the language.
	The student is able to reorganise structure by linking it to a more general frame of reference.
	The student is able to describe his/her point of view, can explain and discuss.

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Interpret	The student is able to determine the appropriateness and relevance of a solution to solve a situation or problem.
	The student is able to select criteria to justify the author's point of view or his /her own.
	The student is able to reformulate his or her opinion with the help of working tools (graphs, tables, etc.) and multimedia.

1.2 Objectives, Methodology and Linguistic Goals of the Italian Curriculum

The sustainability of the curricular project requires a gradual approach to building language skills. In order to achieve this, realistic and practical goals have been set within the individual Italian classes, in line with the counterpart's expectations and the pragmatic needs of the students interested in studying Italian. In this regard, it has been decided to adopt a sociolinguistic perspective of the second and foreign language; according to Canale and Swain (1983), language is an instrument of thought and action and is acquired through an intentional, social and contextual process. With this definition, the two scholars emphasise how important it is to know what to do with language in addition to just knowing the language, since linguistic action is evaluated on the basis of its effectiveness, appropriateness and relevance to the communicative context. In this respect, Swain (1985) and Santipolo (2022) emphasise the importance of an acquisition process in which the language reflects the characteristics of the context in which it is spoken, so that participants are able to actively negotiate meaning and reduce situations of misunderstanding. A conceptual approach like this sheds light on the teaching methodology and on which language (Italian) to bring into the classroom and on the work method to be adopted during the lesson.

Considering the vision of the language described so far, the communicative approach constitutes the basic perspective for providing students with cultural tools and for understanding the sociolinguistic reality of contemporary Italy. Consequently, the teaching materials must be in line with the aims of the teaching path (communicative competence) and with the approach suggested by the curricular proposal (Macalister, Nation (2020)); the working methods must reflect the educational and linguistic vision of the communicative type of curriculum for which the curricular proposal encourages teachers to use authentic and practical tasks, projects and presentations, recordings and interviews, language tandem experiences with the aid of the school's technology; also peer to peer work and activities in which interaction and communication are the priority.

The formative potential of the curricular proposal intended for the last three classes of the Libyan secondary school system assesses the candidate's potential in breadth, with a plurality of outlooks concerning autonomy, responsibility and the realisation of the learner's personal project. The three goals mentioned represent the educational mirror of the curriculum, at

which each student must arrive if he or she aims to consolidate learning as a tool for growth and self-realisation. Therefore, the language-learning goals of the curriculum are:

Table 2. Educational and linguistic goals of the Italian curriculum in Libya. Personal elaboration.

The Language-learning Goals	
Culturalization	In teaching Italian, the teacher attaches great importance to Italian culture. Aspects of everyday culture are observed but topics of a deeper culture, that is, of civilisation, are introduced. Language and culture are therefore aspects that must always be taken care of because they allow the student to understand the cultural implications of a communicative exchange.
Socialisation	Language must be taught as a tool for thought and action. The Italian lesson must offer students an opportunity to express ideas, emotions and opinions in Italian. In this way, Italian becomes a language for getting to know others, for interacting and socialising, while practising.
Responsibility	The student is responsible for his or her own learning and is responsible for the way in which he/he lives out his/her condition as a student of Italian. This means that the student must be aware of his/her motivation to learn Italian, the reasons for studying Italian, the attitude and willingness to study, his/her difficulties and improvements.
Autonomy	The student of Italian has a linguistic–lexical repertoire appropriate to the expected level at course completion that enables him/her to interact, explain, narrate, and solve with clarity and effectiveness. The student is autonomous in researching and deepening content, in exploring additional resources; he/she knows how to integrate topics with new information and is able to expound them without fear of making mistakes.
Self-promotion	The teaching of Italian promotes a path of inductive reflection. The student acquires the tools and activates the cognitive resources to reach the established exit level (B1) at the end of the three years of study. In this course of study of Italian, the student learns how to deal with life situations in the Italian language, thus enabling him/her to express his/her own opinions and himself/herself.

The educational and linguistic goals of the curriculum are intended to define a complex, dynamic and 'human' plan of language learning so that language is an instrument of dialogic interactions and interpretative readjustment. In this respect, formative assessment constitutes the evaluative model that characterises the idea of the language and of the school education being proposed through the curriculum. In the wake of Greenstein's studies (2017), diagnostic assessment is capable of reconstructing the study experience and assessing the student within a project that intends to develop skills and performance, levels of in-depth analysis and critical capacities.

1.3 Which Italian Language to Teach

The teacher is to bring the standard Italian language into the classroom, updated, however, to the uses and customs of contemporary Italy. Consequently, the teacher will have to select various texts in which the different registers of Italian represent a crucial reference for students for enriching their linguistic and cultural repertoire, becoming a source of expressive flexibility. The analysis, comparison and use of various linguistic registers and different modes of expression on the part of the student result in a greater ability to choose the most practical and effective forms for the communicative situation in which he/she is immersed.

The Italian language to be brought to class should be chosen on the basis of the following criteria:

Table 3. Sociolinguistic criteria for selecting the Italian language in the classroom. Personal elaboration.

Criterion for choosing the language to be brought to class	Description
Usefulness	Language useful for developing students' language skills
Usability	Language needed for dealing with communicative contexts and situations
Learnability	Simplicity of structures Language perceived as useful by learners for communicative and practical purposes
Efficiency	Language needs to be used in communicative situations. Learners perceive the language they study as useful for practical purposes and efficiency
Memorability	If the language is useful and usable, then the learner will find it easier to remember it. The language that the student studies is reused cyclically in the classroom and therefore becomes significant for his/her level of linguistic improvement

1.4 Skills Profile of the Student of Italian on Exiting

In the last three classes of secondary education, priority will be given to the resumption and formalisation of the knowledge and various kills activated in the previous years, with the introduction of progressively more complex cognitive tasks, more oriented towards learning and studying, with a view to the recognition of the distinctive features of the Italian language and culture and its progressive application through a communicative approach.

Therefore, communicative competence means cognitive and expressive mastery in the three macro areas of competence identified. At the end of the final year, students should be able to:

a) use relevant and contextually appropriate expressive and argumentative tools in interpersonal communication, in line with the competences required at B1 level;

b) use the language to learn and communicate content cognitively appropriate to level B1;

c) read and understand literary and non-literary texts;

d) collect, compare, organise and rework data, the most important information and salient concepts;

e) produce written texts of different types;

f) reflect on the structure of language; and

g) recognise some characteristic features of contemporary Italian.

Four macro-competence levels are identified in which the skills and knowledge (factual, conceptual and meta-cognitive) are to be acquired in an integrated manner starting from level A1:

a) macro-competence 1: management of oral production in multiple contexts using appropriate linguistic and communicative tools;

b) macro-competence 2: reading, understanding and interpreting different kinds of text;

c) macro-competence 3: producing written texts of various types in relation to communicative purposes; and

d) macro-competence 4: reflection on the language, its sociolinguistic variability.

Each macro-competence emphasises the singularity of the change that each student will have to acquire from a communicative, meta-communicative and language-teaching point of view.

2. Teacher Training for Language Pedagogy

The methodological and teaching area of the curriculum offered insights into the aspect of the construction and language-teaching management of the subsequent hybrid training of the teachers involved. The training course activated refers to a universe of practices based on 'reflection in action'; furthermore, the correlation between action and practice located on the web, shows how the idea of training in language pedagogy has expanded to multimedia contexts, reserving considerable space and time for the acquisition of content developed through computer vocabulary. It was therefore fundamental to have recourse to a theoretical model in correlation with the concept of the school that was to be proposed in the curriculum where the training experience privileges cognitive type processes, the formation and development of skills as the fruit of exclusive thought processes and methodological choices. Therefore, the teacher training model was based on the *teaching presence* studies of Anderson et al. (2001), which in fact rests on three axes:

a) realisation of a professional experience that qualifies the teacher's reflexivity so that he/she learns from his/her experience the strategies to make sense of a new language experience;

b) realisation of a constructivist and collaborative experience among peers; and

c) construction and realisation of methodologically appropriate work plans for language enhancement from a communicative perspective.

The three cores of the model are linked together, defining a deeper level of integrated experience on the part of the actors involved.

The language teacher training took place over an academic year and consisted of frontal lessons (9 modules) and 5 online lessons delivered on the moodle.itals.it platform.

The training also included direct and indirect internships and the production of a final dissertation for discussion.

The distinction between direct and indirect training allows teachers to define and put into practice the contents of the action research in order to focus attention on those particular aspects of the teaching of Italian that will emerge:

a) from the experience of direct observation in Italian L2 classes;

b) from the participation as trainees in the class of Italian L2 teachers;

c) from the simulation of the lessons by the participants

d) from the experience of planning the teaching action; and

e) from the experience of simulating training interventions with relative feedback.

Furthermore, the use of qualitative and quantitative tools allowing teachers to record their lessons contributes to generating a reflection led by a teacher during the hours of the indirect placement, thus helping to systematise the contents of new knowledge related to the teaching of Italian and to report on certain facts or phenomena observed through a more systematic and terminological appropriateness in the final report.

The aim of the meetings is to provide Italian language teachers with theoretical and practical tools for the development of personalised (learner-centred) teaching practice, i.e. one that is attentive to the way of being and learning of its students. In particular, the focus will be on the elements of the curricular design and syllabus elaborated in point 1, on the language levels of the Common European Framework of Reference for Languages; on some concepts deriving from cognitivist psychology, which underlie individual differences in language learning ,such as learning styles and multiple intelligences. Furthermore, the aim is to give the recipients the concrete teaching and evaluative tools considered indispensable for promoting a training and didactic action that aims at teaching quality.

3. The Research

Such work concerns not only the community of students but also and above all the community of teachers, who will necessarily have to work with different theoretical-practical premises from the usual ones. Therefore, once the theoretical and methodological framework of the teaching of Italian had been constructed, it was proposed to 49 Libyan teachers of Italian to carry out a hybrid type of training with the intention of defining the cornerstones of the curriculum, to specify the teaching action in the classroom by anchoring it to a precise vision of the language, and to implement an assessment system that shifts the focus onto the learner and not only on the product (Maugeri 2021; Serragiotto 2016).

This premise refers to the language teacher training of 49 Libyan teachers who would later enter the classroom to teach Italian in the last 3 grades of secondary school in Libya.

The training took place over an academic year and included frontal lessons (9 modules) and 4 online lessons delivered on the moodle.itals.it platform.

The training also included direct and indirect internships and the production of a final dissertation for discussion.

3.1 Research Methodology

The qualitative nature of the research originates from a unique perspective and exploratory practice (Denzin, Lincoln, 2010; Berg, 2007) that takes into consideration the cognitive and emotional factor of the source people. The teachers, in fact, are an active and critical part of the action-research so their evaluation expressed through two online questionnaires, one incoming and the last one outgoing, and individual interviews were useful to understand:

a) the training reality in which they took part. In this direction, the triangulation of the data proved useful to actually increase the information on each individual informant and to highlight the concordances and deviations of their position on the nature of the process depending on the moment of collection;

b) the general sense of their motivation and participation during the training;

c) the improvements made as a result of the training; and

d) which teaching? aspects should be further explored, also through a design approach to training closer to their needs.

Therefore, the qualitative methodology was found to be adequate for analysing what was intended to be surveyed, and from which timely and significant data was gathered with respect to the survey objectives. Consequently, the survey instruments selected aimed to enter into a relationship with the informants so that their contribution would be an integral and constructive part of the research.

3.2 Research Instruments

The research instruments are closely related to the research methodology and objectives. These instruments played a role in accessing the informants' point of view.

Specifically, the wording of the questions in the last questionnaire, which it was decided to include in this paper, prompted the informants to clearly observe, define and evaluate the entire training course.

3.3 Research Objectives

The research aimed to understand the impact of the teaching training of the participating teachers and how useful it had been in their opinion. In view of this, the decision was made to adopt a qualitative methodology (Denzin, Lincoln, 2010; Berg, 2007) with the aim of obtaining and interpreting feedback related to the informants' internal factors, i.e. a series of elements related to each person in order to sound out their perceptions and opinions on what they had learnt and the applicability of what they had acquired in view of their activity of teaching Italian in Libya.

3.4 Expected Results

In line with Burns' studies (2011), the expected results are:

a) to initiate an internal reflection within the organisation to improve the instructional design and make it more suitable to the needs of the client (Libyan Ministry of Education);

b) to direct the subsequent teaching training for new Libyan teachers towards practical solutions aimed at meeting their training needs; and

c) to offer a research and training model for the development of Italian teacher training practices at every level and grade of school.

The information thus collected aimed to explore a particular case, to discover the units of meaning within which to classify the collected data.

3.5 Characteristics of the Research Informants

The training sample is specific and internal to the language teacher training course. It consists of 49 participating Libyan teachers, of whom, however, only 38 took an active part in the research. Thus, the shortfall in informants is related to the fact that 11 Libyan teachers did not find it interesting to participate in the survey.

Of the 39 participants, 25% were female lecturers, while 75% of the informants belonged to the male gender.

Most of the informants (80%) were in the 24-34 age group. Specifically, the most significant age-related element for this bracket is represented by the fact that 13% state that they are 26 years old, that they have just graduated in Italian studies, that they have never taken part in teacher training for the Italian language and that they have never taught Italian either in Libya or abroad. 10.5 % said they were 30 years old, had graduated and were already teaching Italian in public schools. There were two female teachers who have lived abroad for many years in Italy and have started a private institute for teaching Italian and a professional Italian-Libyan translation activity in Libya. Finally, 20% of the informants were over 34

years old and declared that they had graduated in Italian studies and collaborated with some schools in teaching Italian in Libya.

3.6 The Results of the Final Questionnaire

In this section we discuss those data from the questionnaire that focus on the research goals. The information obtained provides an illustrative overview of the impact the training course had on the participants and of the appropriate corrective measures to be considered for a revision of the plan and training system aiming at continuous improvement.

When evaluating the informants' experience, the initial motivation for which the participating teachers joined the course had first to be taken into consideration.

The motivations that prompted the informants to undertake this training can be classified according to certain areas of interest. Fifteen per cent of the informants claimed that the training course was a useful tool for improving their language skills, since they felt that they did not have sufficient command of the Italian language from the outset.

Another 15% of the informants felt that the course was an opportunity to visit Italy and have a useful cultural experience. 41% of the informants, on the other hand, had an ulterior motive since they believe that in order to become a skilled teacher capable of effectively managing students' learning process, it is fundamental to have the methodological and technical tools to be able to construct didactically valid, motivating and functional lessons for their students' linguistic and cultural growth.

17% of the informants justified their choice to take the course by presenting it as a way to achieve a double goal: to improve their Italian and to improve as a skilled teacher.

5% of the informants defined their motivation as utilitarian, since obtaining the final certificate would be useful for improving their work and career prospects in Libya.

With regard to the impact the course has had in terms of training and increasing teaching skills, the informants express themselves as follows. 56% state that they feel more motivated to teach owing to improved linguistic and cultural competence. The improvement in some areas reached high peaks of satisfaction (44%) as they felt the training course was optimal for their language practice. On the teaching side related to planning competence and the selection and integration of teaching materials, the informants were satisfied (51%) and very satisfied (49%). The informants, in fact, claimed that the theoretical-practical exercises were very useful for understanding how to design a training intervention and for creating, choosing and adapting a work plan appropriate to the students' level of learning. A similar condition of satisfaction and certainty of acquired didactic improvement was also expressed by the informants on the didactic teaching side, linked to the area of language learning and the more strategic and tactical component of the course. Compared to the previous area, the informants claim to have obtained good methodological and technical competence (46%), while 41% believe they have systematised the technical repertoire and can mobilise students' superior cognitive resources through the use of certain strategies and technical and technological solutions. On this front, 54% of the informants said they were very satisfied with having

acquired new technological tools capable of sustaining students' learning. For the informants, technological resources are very important in guiding the learner to autonomy, in self-assessment, in involving them in reflective work. A lower percentage of the informants (46%), on the other hand, feel that they still have uncertainties in the use of the technological component in the classroom.

Regarding the areas of competences developed in the training course, the informants jointly declared to have improved in all of them by virtue of the methodological reasoning and reflection that has directed them to take corrective action regarding the language to be taught and the way in which language input is presented. Therefore, the answers provided by the teachers participating in the survey inform on the quality of the results that the course achieved, according to the areas of competence acquired, which are exemplified as follows:

Project area related to the use of the Italian curriculum:

Level of satisfaction very good: 30%

Level of satisfaction good: 70%

Area linked to the teachers' ability to do research-action in the Italian classroom:

Level of satisfaction excellent: 49%

Level of satisfaction good: 51%

In relation to this area, it should be added that the research-action modes and strategies represent a situation favourable to an advanced training scenario and not to basic training. As a matter of fact, this area was both positive in terms of stimulating learners to reflect on the teaching mechanisms triggered by certain didactic activities and an excessive challenge to the teachers who needed to be literate from a teaching point of view and who had linguistic difficulties since they did not have the command of the language required to participate in the course (B2).

Area related to the methodological competence of CLIL:

Level of satisfaction very good: 28%

Level of satisfaction good: 64%

Level of satisfaction sufficient: 8%

In relation to this area, we will emphasise something already expressed in the previous point, namely that some study modules were more difficult for teachers since they did not yet have precise methodological references to grasp the teaching and metalinguistic advantages of using the vehicular methodology.

Area related to evaluative competence:

Satisfaction level very good: 41%

Satisfaction level good: 59%

A further set of questions asked the learners to comprehensively evaluate the direct and indirect placement experience. This type of course was aimed at making the student aware of the phenomenon of classroom learning by examining numerous aspects of didactics: linguistic strategies used by the teacher in the class under observation, presentation of the linguistic stimulus, teaching planning, observance of the gestalt phases of the lesson, techniques used in the class, and the evaluation and self-assessment system implemented. To this end, the direct placement provided teachers with certain qualitative and quantitative observation tools to explore the characteristics of extracurricular lessons delivered in a hybrid mode at Ca' Foscari University of Venice; the indirect placement, on the other hand, was an opportunity for the participants to systematise what they had explored, to analyse the correspondences and deviations that emerged from the observation between the teacher's declared approach and the actual realisation of the lesson and, with the guidance of 2 teachers, to analyse specific cases by finding relevant and appropriate solutions from a language- teaching point of view to solve technical and linguistic problems the teacher experienced with the students being observed. In the second phase of the direct traineeship, the informants put into practice what they had learnt by simulating training interventions, which were recorded with the two lead teachers in order to give feedback on each case. The traineeship experience was highly appreciated by 58% of the informants, while 29% rated this new training model positively. 13% of the informants felt that it generated some difficulties as they had to deal with supervised learning and a more technical aspect of the Italian language.

Another set of questions investigated the quality of interaction with the tutors of the online course and the lecturers of the face-to-face course. In this respect, 58% highlighted the optimal quality of interaction with the course lecturers, while 29% were satisfied that they found the lecturers to be a point of reference when it came to clarifying certain aspects of the didactics of a module. In all likelihood, such a result stemmed from having trainees working with a teaching coordinator who took care of communication with participants on several channels. It should be emphasised that 13% of the informants claimed that the quality of interaction with the teaching staff was indispensable in order to cope with various teaching situations and related to their in-presence activities in Venice without it, however, fostering a reciprocal interest.

The last set of questions asked students to evaluate the difficulties they encountered in the course, which can be classified as follows:

Difficulties related to lack of language level: 10%.

Difficulties related to the specialised language of the modules: 13%.

Difficulties related to the use of technology: 15%

Difficulties related to cultural adaptation during the in-presence period: 5%.

Short time frame: 10%

Factors external to the course: 2%

45% of the informants stated that they did not encounter any problems on the course.

4. Conclusions

Drawing conclusions on the quality of the course – as expressed by the students – a number of critical points and ideas for improvement clearly emerge on how to orient the new model of Italian language teacher training in the last three grades of Libyan secondary school.

The first problematic situation that forced the teachers to simplify the course content is related to the language skills of many of the participants. Despite the fact that the teaching organisation had set a B2 language proficiency level for access to the course, many of the students who were supervised by our Libyan counterparts demonstrated inferior language skills. As the informants themselves recognised, the lack of required communication skills caused many difficulties in understanding, accessing content, and in poor interaction with the teachers of the course, and with the territory, during their in-person training experience.

Although there was an improvement, albeit partial, in information and knowledge as concerns the technical aspects of language, another area of criticality was related to the online phase of training. Most of the participants emphasised that they did not know how to use technology in the classroom, partly because the Internet connection in Libya is not present in all areas and is strongly affected by frequent power outages. In their view, this factor negatively affected their participation and involvement in some online activities.

Another limit is strictly correlated with the participants' knowledge of teaching methodology. For th them methodological contents were studied for the first time to be studied. At Libyan University most of the course activities do not refer to the teaching languages methodology. Therefore Libyan teachers have had problems to enter in that specific microlanguage and understand teaching implications.

On another front, the informants' answers emphasise the general character of learning (Knowles 1977). In particular, reference is made to the willingness and the need to learn methods and tools to perform the job professionally through continuous and experiential learning. These are crucial aspects from the perspective of teaching that is able to convey linguistically and culturally meaningful learning content in relation to the present and future needs of its learners (Troncarelli, La Grassa, 2018). The informants confirm that they are more aware of their social role in the school context in Libya, having a conceptual and methodological basis with which to support students' motivation and orient teaching towards a type of learning that is appropriate for the achievement of realistic goals.

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Note

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